This Policy is in draft format awaiting ratification by Governors.

Policy for Inclusion and Special Educational Needs

HOLY TRINITY & ST JOHN'S CE PRIMARY SCHOOL

Headteacher: Mrs. Sarah Roberts
Assistant Headteacher & SENDCO: Mrs. Donna McGuirk



SRP Lead Teacher: Appointed and employment commencing Jan'27.

Approved by: Governing Body ********	
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1. Aims

This Inclusion and SEND policy adheres to the Department of Education's Code of Practice (2014) and is in keeping with the school's aims; including its teaching and learning policy and its Equality statement and objectives. The school is committed to a policy of inclusion; one in which the teaching, learning, achievements, attitudes and well-being of all children matter. We believe that effective SEND provision is built through partnership. Our SEND Policy is therefore co-produced with our school community, including pupils, parents and carers, staff and governors, so that their views and experiences inform and shape our approach to inclusion and SEND provision.

The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met. We aim to offer a curriculum which ensures the best possible outcomes and progress for all of our children, whatever their needs or abilities. Not all children with disabilities have special educational needs and not all pupils with SEND meet the definition of disability, but this policy covers all of these children.

At Holy Trinity & St John's CE Primary School positive relationships are at the heart of all that we do. We foster a love of learning for all as we recognise that in doing so, we lay the foundations for achievement and for our children to leave us the most successful version of themselves. We ensure all children regardless of their individual needs are provided with inclusive teaching, enabling them to make the best possible progress and outcomes and feel that they are a valued member of the wider school community. We have high expectations for all children with SEND and support them to make the best possible progress from their individual starting points. We will use our best endeavours to give children with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that children will become confident, independent individuals who are able to make a successful transition onto the next phase of their education and prepare them for life beyond primary school.

Holy Trinity & St John's Inclusion and SEND policy aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations
- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.

- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.

- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.

- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governors.

2. Legislation and Guidance

This policy is written in line with reference to the following guidance and documents:

The regulation associated with:

- Children and Families Act 2014 – Part 3: Children And Families Act 2014 Part 3
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: Equality Act 2010
- School Admission Code 2021 School Admission Code 2021
- The School Information Regulations: Updated 24/10/24

  Maintained Schools: https://www.gov.uk/guidance/what-maintained-schools-must-publish-online

- Governance in Maintained Schools Handbook 2024: Governance in Maintained Schools

Kent Local Authority:

The Local Authority's Local Offer
The Local Authority's Offer (known as the SEND Information Hub) can be found in the SEND Information Report
https://www.kent.gov.uk/education-and-children/special-educational-needs
Countywide Approach to Inclusive Education (CATIE)
A Countywide Approach to Inclusive Education (kelsi.org.uk)

What does inclusion mean in Kent?

'As the champion of families, children, and young people, our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

Special Educational Needs Mainstream Core Standards (ordinarily available provision) : Special Educational Needs Mainstream Core Standards

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The school are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Holy Trinity & St John's CE Primary School works towards achieving the Kent Children and Young People Outcomes Framework.



Equality Statement and Objectives

At Holy Trinity and St John's CE Primary School we believe that every child has the right to equality of outcome and to achieve their full potential. In order to achieve equity, we embrace the principles of fairness, social justice, inclusion, global citizenship and community cohesion. At Holy Trinity & St John's we believe that positive actions are fundamental in ensuring all stakeholders in our school have equal chance to achieve, participate and fulfil their roles in school and the wider community. Equality for all helps us to develop a sense of identity, social justice and to be successful as individuals, as a school and a community.

We understand equity to mean treating everyone fairly and with dignity and by valuing their individual characteristics such as their:

- Age (for employees not for service provision)
- Disability
- gender identity
- race
- sex, (including issues of transgender)
- religion and belief
- sexual orientation
- socio-economic circumstances
- Marriage and Civil Partnership (for employees) or any other visible or non-visible difference.

We further understand that people have different needs, situations and goals and some people may experience additional barriers and challenges. Therefore, achieving equality of outcome requires the removal of discriminatory barriers, and the recognition that the allocation and distribution of resources cannot always be distributed equally if we are to live up to our commitment to everyone being able to achieve their full potential whilst at Holy Trinity & St John's CEP School.

We recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance of the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

Our Inclusion and SEND policy should be read in conjunction with our school's policies published on our website: https://www.holytrinitymargate.co.uk/policies/

- SEND Information Report
- Safeguarding Policy
- Relational approach to Behaviour Policy
- Equality Statement and Objectives
- Accessibility Plan
- Attendance Policy

3. Definitions

Definition of SEN

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools to mainstream post-16 institutions’

(DFE/DOH 2015: 15-16)

Definition of Disability:

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ‘.a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a low threshold and includes more children than many realise: ‘Long term’ is defined as a ‘year or more’ and substantial’ is defined as’ more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision, they will also be covered by the SEN definition’ (DfE/DOH 2015: 16)

Special Educational Needs Register:

At Holy Trinity & St John’s CE Primary School the SENDCO will regularly review the SEN register as part of the Graduated Approach. The SENDCO will work in co-production with parents/carers and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support (K code)

‘SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school’s usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.’

https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

Education, health and care (EHC) plans (E code)

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

4. Inclusion and Equal Opportunity

Holy Trinity & St John's CE Primary School endeavour to provide, review and develop high quality inclusive opportunities to create an inclusive environment that offers all pupils, no matter their needs and abilities, a broad, balanced and aspiring curriculum. No pupil is ever excluded from taking part in school activities because of their SEND and we will endeavour to make whatever reasonable adjustments are needed to be made to make sure that they can be included.

Equality of opportunity is an area of school life that is closely monitored for different groups within our school:

- Girls and boys
- Minority ethnic groups
- Children who need support to learn English as an additional language
- Children with special educational needs and disabilites
- Home grown pupils, those who started with us in EYFS
- Children who are in care
- Children who are entitled to a Free School Meal
- Children who are in receipt of an EHCP
- Children who are summer born
- Children who have attendance and significant absence differences

For these identified groups, reasonable adjustments can be made to teaching, the curriculum and the school environment to make sure that all pupils have the chance to thrive and fulfil their potential in all aspects of school life.

Please see the school Equality Statement and Objectives, SEND Information Report and Accessibility Plan for further information:

https://www.holytrinitymargate.co.uk/policies/

5. Roles and Responsibilities – in conjunction with SEN Information Report

Holy Trinity & St John's CE Primary School work strategically in line with the Special Educational Needs Code of Practice 2015

The school will ensure that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time in the school to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible

  (Area SEND inspections: framework and handbook updated April 2024)

5.1 SENDCO

All maintained schools and academies are required by law to have a named SENDCO who is a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024).

SENDCOs must complete the qualification within three years of taking up the post.

At Holy Trinity & St John's CE Primary School our SENDCO is **Mrs Donna McGuirk**

Contact details: 01843 223237 or via email: senadmin@htsj.school

Donna McGuirk is a qualified teacher with over 24 years' experience of supporting children with their learning within educational settings. She is trained and experienced in all key areas of SEND and has over 8 years' experience in the role of SENDCO, for 6 of these years in post at Holy Trinity & St John's Primary School. She is a qualified THRIVE practitioner (early identification of emotional development needs in children and young people) and has experience of teaching across all phases within a primary school setting, from pre-school to key stage 2. She has completed her master's level NASENCO award and holds a Batchelor of Arts Degree with First Class Honours in Childhood Studies, in addition to post graduate certificates in Teaching and Learning. Mrs McGuirk is IPSEA Law trained having completed Levels 1,2 and 3, this training focuses on the legal framework for professionals advising or supporting families of children and young people with SEND. Mrs McGuirk leads the inclusion team and can be contacted via the school office on a Monday, Wednesday and Friday and on a Tuesday and Thursday morning.

The SENDCO has an important role to play with the Headteacher and Governing Body with regards to the strategic oversight and implementation of Holy Trinity & St John's CE Primary School's SEN and Inclusion Policy and development.

The SENDCO will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year

- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across the school.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEN.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEN
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all pupils with SEN.
- Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carer and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.
- Attend key meetings organised by the local authority such as The Countywide SENDCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.

- Work closely with other colleagues and SENDCOs in their Community of Schools.

  Developed from DfE/DOH SEND Code of Practice 2015:108-109

5.2 Headteacher

The headteacher, **Mrs Sarah Roberts,** will:

- Work closely with the SENDCO and SEN link governor to determine the strategic development of the SEN policy and provision across the school.
- Work with the SENDCO and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SENDCO has sufficient time and resources to effectively carry out their role.
- Work closely with the SENDCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school is providing high quality SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

5.3 Governing Body and SEND Governor

Our Governing Body have a legal responsibility to pupils with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

- Governing bodies should have an individual responsible for specific oversight of the school's arrangements for children with SEND.
- The SEND code of practice assists the governing body and the link or lead governor in supporting and promoting discussions with regards to outcomes for learners with SEND.

DfE: Maintained schools guidance guide: updated 2 October 2024 Maintained Schools Handbook

The SEN governor, **Mrs. Stacey Mitchell**, will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body following monitoring visits.
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENDCO provides a vital strategic role and provides significant advice and support to teachers, **but the responsibility for the learning and progress of all children lies with the teacher.**

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.'(DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every pupil in their class
- Instilling high aspirations for every pupil.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with teaching assistants or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

Within Holy Trinity & St John's CE Primary School's Special Resource Provision, our SRP Lead, ******** (Appointment has been confirmed and our new SRP Lead/SENDCO will be in place from Jan'27. At the current time this position is being overseen by Mrs McGuirk), The SRP Lead/SENDCO provides in reach support to advise teachers and oversees the SEND teacher, Mrs Bethany Castle, in all of the teacher responsibilities, as listed above.

Adaptations to meet pupil needs are part of teachers planning to meet a variety of needs within their classroom.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources
- Sharing learning objectives with the children during lessons
- Assessment for Learning to ensure pitch and pace of lessons is appropriate

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Staff will support pupils appropriately depending on their presentation of need, under class teacher direction
- Groups are varied to ensure that all children have access to the class teacher and TA
- Scaffolding lesson materials
- All work is marked following the school marking policy
- Celebrating work of all children within the classroom and throughout the school
- Alternative ways of recording are used, where appropriate
- Where appropriate, individual personalised plans are used to identify personal support targets.
- A pupil may receive additional adult support individually or in a small group, with the aim of developing independence through appropriate support, encouragement and gradually reduced prompts.

5.5 Support Staff (including Teaching Assistants, Inclusion TAs and Learning/Behaviour and Pastoral mentors) are responsible for:

- Ensuring the day to day provision is in place for the pupils they support
- Implementing agreed strategies, programmes and advice from specialists
- Record keeping, tracking attendance, progress and impact of interventions
- Providing appropriate resources to enable interventions and learning
- Maintaining specialist equipment where appropriate
- Regular communication with class teacher and the SENDCO around progress and possible next steps

5.5 Parents and carers

Parents and carers should inform the school if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

Parents/ carers are actively involved in all aspects of the decision making process through meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEN provision.

Parents/carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided.

They will be:

- Invited to discuss and review provision that is in place for their child (as part of the Assess, Plan, Do, Review process)
- Given the opportunity to share their concerns and, with school staff, agree aspirations for the pupil
- Given an annual report about the pupil's progress

The school will take into account the views of the parent/carer in any decision made about the pupil.

5.6 The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEN provision is highly effective for every pupil with SEN. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

Pupils at Holy Trinity & St John's CE Primary School are able to express their views through:

- Pupil questionnaires
- Pupil profiles
- Attendance in key meetings – including Annual Reviews, in year SEND meetings and Individual Provision Plan meetings, where appropriate
- Appendix 1 of EHCP annual review process
- Verbally or visually

6. SEN Information Report

Holy Trinity & St John's CE Primary School publishes a SEND Information Report on the school website SEND Information Report 2026-2027

The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

7. Admissions and Accessibility

Holy Trinity & St John's CE Primary School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

At Holy Trinity & St John's CE Primary School, we follow the guidance of admissions, both at the start of a child's learning journey and when a child is starting with us as an in-year admission.

The admission arrangements for a pupil without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

Holy Trinity & St John's CE Primary School has a specialist resource provision (SRP). The Local Authority will manage admission to the SRP which is through an agreed consultation process. The SRP is funded by the local authority for up to 20 commissioned places for pupils with an EHCP with a diagnosis of Autism and states their needs are severe and complex.

The SRP is monitored through the SLA/ Contract with the Local Authority carrying out provided for pupils supported by the SRP. The school SRP provision is monitored as set out in Schedule 8 of the Service Level Agreement/Contract between the KCC SEN Inclusion team, SENCO and SRP Lead teacher

For more information, please see our Admissions Page for further details:

https://www.holytrinitymargate.co.uk/school-admissions

8. Our school's approach to SEN provision

At Holy Trinity & St John's CE Primary School the identification of SEND is embedded in the whole school process of monitoring the progress and development of all children. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what the school needs to put in place to ensure individuals are supported effectively.
Teachers will make regular observations and assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

DfE/DOH SEND Code of Practice: 2015, 6.17

This may include progress in areas other than attainment, for example, social, emotional and mental health needs. Pupil progress meeting discussions are used to target and plan for pupils who currently are not making the progress expected.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment using the graduated approach, and the views of the pupil and their parents. This will determine the support that is needed and whether we are able to provide it by adapting the universal offer, or whether something different or additional is needed.

8.1 The kinds of special educational need for which provision is made

At Holy Trinity & St John's CE Primary School provision is made to support pupils with additional needs irrespective of whether a pupil has an EHCP in conjunction with The Continuum of Provision and Need and using the Graduated Approach.
Holy Trinity & St John's CE Primary School can make provision for a range of frequently occurring special educational needs without an EHCP, through the Graduated Approach and in accordance with the Kent Mainstream Core Standards and available resources. We will ensure our 'best endeavours' to meet the needs of pupils with an Educational, Health and Care Plan (EHCP) with the following kinds of special educational need: Cognition and

Learning Difficulties, Communication and Interaction, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs.
https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf
Within the areas of special educational needs, we commonly identify needs such as dyslexia, developmental coordination disorder (dyspraxia), speech, language and communication needs, autism, attention deficit hyperactivity disorder (ADHD), general learning difficulties, and social, emotional and mental health differences. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

8.2 The identification and assessment of pupils with special educational needs

In line with this SEND Code of Practice (DfE/DoH 2015) pupils at Holy Trinity & St John's CE Primary School are identified as either having no SEN, having SEN with support, or having a SEN with an Educational, Health and Care Plan.

We monitor the progress of all pupils throughout the year to review their academic progress. Pupils new to the school will complete baseline assessments and information is shared from previous settings. We also use a range of assessments with all the pupils at various points. Our assessments are completed in the first instance by the class teacher and more in-depth assessments by the SENDCO or trained teaching assistants. The class assessments include: Y1 phonics screening, Year 1 – 6 Reading and Spelling Age, Maths, Writing, Benchmarking, and Thrive assessment (for social and emotional development).

Progress will be considered across a range of skills other than attainment. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND needs.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Teachers will identify those pupils whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress (after taking into account context).
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Additional support could involve targeted quality first teaching, maths (times tables, number bonds etc) and literacy boosters (sentence structure, spelling, sequencing etc), specific phonic and handwriting programmes, additional adult support, ICT equipment or programs, EAL teaching, pastoral support, Thrive group or individual one-to-one sessions and Occupational Therapy (OT) interventions.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of development. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Holy Trinity & St John's CE Primary School we are experienced in using the following assessment tools: Speech Link and Language Link, Thrive profiling (Social and Emotional development, Boxall Profile (emotional development), Fizzy (OT), Renfrew (word finding) BPVS (understanding vocabulary), Sandwell Numeracy Assessment, LUCID CoPs, Ability, LASS and Rapid, and Language for Learning checklists. We have access to external advisors from the Professional Resource Group within our Community of Schools, including Educational Psychology Service, Speech and Language, and Specialist Teaching Service who can provide detailed assessments in their specialist areas.

The purpose of this more detailed assessment is to understand what additional resources and alternative approaches may be required to enable the pupil to make better progress. These will be shared with parents, put into a SEND provision plan, and reviewed regularly; being refined or revised if necessary. **At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.**

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need and place their name on our SEND Register as receiving School Support. **If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs (which on occasions will include children who may have received a recent diagnosis), but they may be on our school profile of need so that we can continue to monitor their progress.** When identification of SEND is changed parents will be notified.

8.3 Consulting with Parents

At Holy Trinity & St John's CE Primary School we endeavour to have open and transparent communication with parents/carers regarding the child's experiences and progress made in school. We have opportunities for parents/carers to speak daily with a member of staff from their child's class at drop off/pick up. In addition, Senior Leaders are on the gates each morning. We have two parent evening sessions twice a year to discuss progress and celebrate successes. Senior Leaders including SENDCO are available at every parents evening. When a child is on the SEND register, parents/carers can liaise with the class teacher/SENDCO assistant to have 3 reviews of their child's provision and outcomes a year. If a child has an EHCP, one of those meetings will be with either the SENDCO or SRP Lead Teacher, whichever is most appropriate. In the annual review meetings, SENDCO or SRP Lead Teacher will share progress against outcomes and targets since the last meeting, affording parent/carers and the child themselves to share how they are progressing and feedback about provision. Actively seeking parental/carer views is essential to understanding a child's needs and these opportunities to co-production are

welcomed. The SENDCO is available for meetings to discuss a child's needs and act as the person to coordinate or signpost support for a child. The SENDCO works closely with the SENDCO Assistant, who supports the day-to-day coordination of SEND provision and may undertake delegated responsibilities on behalf of the SENDCO when required.

9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes

As previously mentioned in section 5.4, here at Holy Trinity & St John's CE Primary School, teachers are responsible for using the graduated approach to monitor impact of interventions towards outcomes. This is monitored through a variety of means including pupil progress meetings, SENDCO monitoring and input from specialist outside agencies where required, such as speech and language. The school's best endeavours through, for example:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The pupil's individual development compared to their peers and national data.
- Collaboration with parents/carers to seek their views and experience and agreed next steps.
  - The pupil's own views
  - Advice from external support services, if relevant

At all times teachers and support staff who work closely with the pupil will be made aware of their needs, provision plan outcomes, key strategies, provision and approaches to support them throughout the school day. Any changes to provision will be communicated promptly through the school's SEN protocols and processes as set out in the SEN Information Report.

The policy for Inclusion and Special Educational Needs and Disabilities, and the SEND Information Report will be reviewed by the SENDCO in liaison with the Headteacher every year. It will also be updated to reflect any changes to the information or statutory policy.

The policy will be approved by the Governing Body and available to read and refer to on the school website.

10. Complaints about SEND Provision

The arrangements for the treatment of complaints at Holy Trinity & St John's are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the child's class teacher, SENDCO, Assistant Headteachers, Deputy Headteacher, and Headteacher to resolve the issue before making the complaint formal to the Chair of Governors.

Further information can be obtained here: https://www.holytrinitymargate.co.uk/policies/

Refer to SEND Code of Practice Chapter 11 Pages 244 – 273 to understand expectations of resolving disagreements.

Parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

All complaints relating to a named member of staff must be sent to the headteacher.

If a complaint is not resolved after it has been considered by the governing body and you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, pages 246 and 247 of the SEND Code of Practice SEND Code of Practice

Complaints Policy: https://www.holytrinitymargate.co.uk/policies/

10. Glossary and SEND Acronyms

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil, referred to as APDR cycle (Assess, Plan, Do, Review)
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO/SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages